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ABSTRACT

To provide assistance to experienced and prospective vocational educators serving limited English-proficient out-of-school youth and adults, performance and final evaluation reports are provided to develop a model for preparing bilingual vocational instructors and to incorporate it into the regular professional vocational instructor preparation. Project accomplishments, major activities, and events are described. Documents representing much of the literature that has been written about the program are provided, including a program fact sheet, brochure, request-for-information form, and copies of program certificates. The final evaluation report contains information on the second site visit and an overview of questionnaire results from participants. These conclusions are cited: through the program, vocational educators with training in bilingual vocational skills were successfully recruited; those individuals were trained in new bilingual vocational skills; new methods and materials--many developed by program staff--were employed; awareness of bilingual vocational training was raised; and the program was perceived positively and enthusiastically by participants. More effective recruitment and selection processes with changes in the language and culture are recommended. Appendixes include a report of the first site visit, a report of a class observation and interview, a summary of results of the participant opinionnaire, and descriptions of three-hour workshops in bilingual vocational education. (YLB)

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ED233139

BILINGUAL VOCATIONAL INSTRUCTOR TRAINING PROGRAM: FIRST YEAR PERFORMANCE REPORT AND EVALUATION

Florida International University
Division of Vocational Education
Miami, FL 33199

Project No.: 099AH10018
Grant No.: G008101141

Period Covered: July 1, 1981 to June 30, 1982

Project Directors

Curtis H. Bradley & Joan E. Friedenberg

Contents

Part I: Performance Report - by project staff
Part II: Final Evaluation Report - by external evaluator

CE 036522

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PART ONE: PERFORMANCE REPORT

Accomplishments

There were two major purposes for the Bilingual Vocational Instructor Training Program at Florida International University: First, to provide immediate assistance to experienced and prospective vocational instructors, instructor's aides, placement specialists and counselors who are serving limited-English-proficient out-of-school youth and adult vocational students. Second, to develop a model for preparing bilingual vocational instructors and incorporating that model into the regular professional preparation of all vocational instructors serving students with limited-English-proficiency.

These purposes are being achieved through attainment of the following objectives:

a. Increasing each participant's awareness and affect toward students with limited-English-profiency;

b. Increasing each participant's awareness of the nature and purpose of bilingual vocational education.

c. Assisting each participant in the development of the skills, knowledge and understanding necessary to coordinate vocational skill instruction with ESL instruction.

d. Increasing participant's abilities to access, select, and adapt appropriate materials for instructional goals and for the cultural/linguistic needs of the students.

e. Providing the opportunity and technical assistance to ESL instructors to enable them to coordinate ESL instruction with vocational instruction.

f. Increasing the ability of participants to plan, implement and evaluate instructional programs and training activities for students with limited-English-proficiency.

g. Providing English instruction as necessary for vocational instructors whose native language is other than English.

h. Providing participants with job-related second (or third) language instruction.

i. Increasing participant's awareness and utilization of community resources related to bilingual vocational education.

j. Developing and field testing a series of training experiences designed to achieve the above objectives, and to attain appropriate approval to incorporate these training experiences into the professional preparation of all vocational teachers serving students with limited-English-proficiency.

Excellent progress has been made toward attaining these objectives. An objective and detailed statement of the accomplishments of this project can be found in the report of the external evaluator (Part Two).

In sum, at the end of the first year of operation, 26 participants completed the bilingual vocational instructor training program (BVIT), and 27 English as a second language teachers completed specialized training in vocational English as a second language. Of the 26 BVIT participants, 4 were unemployed before beginning the program and became employed upon program completion. One of the 22 previously-employed participants moved from vocational aide to instructor at the completion of the program. See the description of program participants that follows.

1. Native Language

English	= 5	(19%)
Haitian Creole	= 13	(50%)
Spanish	= 8	(31%)

2. Sex

Females - 14	(54%)
Males - 12	(46%)

3. Where Recruited from

Public Adult Vocational Centers	= 9	(35%)
Private Industry or Non-Profit Organizations	= 3	(11%)
Religious Institutions	= 2	(8%)
Public Refugee Assistance Centers	= 8	(31%)
Unemployed (Knew someone in above or heard via media)	= 4	(15%)

4.

Number Employed before beginning program	= 22	(85%)
Number Unemployed before beginning program	= 4	(15%)

5. Types of Employment of Previously Employed Participants

Vocational Instructors	= 12	(55%)
Vocational Aides	= 2	(9%)
Vocational Counselors	= 8	(36%)

6. Instructors' Vocational Areas

Business Education	= 4	(33%)	Hotel-Motel	= 1	(8.3%)
Electronics	= 1	(8.3%)	Industrial Sewing	= 1	(8.3%)
Food Service	= 1	(8.3%)	Health Occupations	= 2	(17%)
Home Economics	= 1	(8.3%)	Upholstery	= 1	(8.3%)

7. Number of Unemployed Participants who became Employed after the Program = 4 (100%)

8. Types of Employment Acquired

Vocational Counselor in religious institution	= 1	(25%)
Employed in private industry (instructional materials)	= 1	(25%)
Vocational aide in public adult vocational center	= 2	(50%)

Note #1: All 27 ESL instructors were employed and remain employed as ESL instructors.

Note #2: Two of the three adjunct language instructors were otherwise unemployed while working for us. We are pleased to report that as a result of the experience gained from working in this program, they are now fully employed (but can still work with us). We consider this an additional program accomplishment.

Program participants scored well on cognitive achievement and performance tests, demonstrated positive affect toward bilingual vocational education, and evaluated the learning experiences made available through the project as being valuable and satisfying.

Another accomplishment of this project was the inservice training and practice in teaching job-related second language instruction provided to the three language instructors who served as adjunct instructors throughout the entire program year.

In addition, a new course on bilingual vocational education developed by the project staff has been approved by all appropriate authorities within the university and has been submitted to the State Department of Education with the request that it be approved for use in vocational teacher certification within the State of Florida.

A finding of the first year of operation is that vocational education and ESL personnel desperately need and want the specialized instruction and assistance provided by this project.

Major Activities and Events

To insure that this project would be responsive to the vocational education needs of limited-English-proficient out-of-school youth and adults in South Florida, and to gain the support of educational and community leaders, this project began with a Bilingual Vocational Education Open House Meeting on July 16, 1981. Key leaders from education, including the director of every adult Vocational Training Center, and representatives of community organizations were invited to the Open House Meeting. Plans for the project were presented, suggestions were sought and accepted, and assistance in recruiting participants was requested. As a direct result of this meeting, these key leaders began recruiting participants for the program and an advisory committee was formed.

On August 8, 1981 a Bilingual Vocational Instructor Training Program Orientation Meeting was held. More than 30 prospective participants and interested community members attended the orientation meeting and learned about the program. The actual training sessions began on September 12, 1981.

The training consisted of two course meetings each week during the Fall and Spring semesters. Each meeting lasted three hours and consisted of the instruction in, and application of, the following topics.

Fall Semester

Saturday Mornings

Bilingual Instructional Strategies and Evaluation (EVT 4365)**

*Terminology in Bilingual Vocational Education
*History of Bilingual Vocational Education
*The Special Problems and Needs of Limited English-Proficient Vocational Students
*Bilingual Vocational Course Construction
*Teaching Strategies for Language Minority Vocational Students
*Testing in Bilingual Vocational Education

Saturday Afternoons

Workshop in Bilingual Vocational Education I (EVT 5925)**

*Development of a General Multilingual Vocational Education Lexicon, including Safety Terminology
*Second Language Instruction
*Cultural Awareness Training and Experiences

Spring Semester

Saturday Mornings

Instructional Materials in (Bilingual) Vocational Education (EVT 3161)**

*Identifying Local and National Resources for Bilingual Vocational Education
*Adapting Vocational Materials for Bilingual Vocational Instruction
*Evaluating Bilingual Vocational Materials
*Developing Materials for Bilingual Vocational Instruction
*Coordinating Vocational Training with ESOL Instruction

Saturday Afternoons

Workshop in Bilingual Vocational Education II (EVT 5925)**

*Development of Occupation-Specific Multilingual Lexicons
*Continuation of Second Language Instruction
*Applied Techniques such as Microteaching and Implementation of Teaching Strategies for Linguistic Minorities

During the Spring semester there was an additional component for English as a Second Language teachers. The emphasis of this component was to assist ESL instructors to develop and coordinate job-related English instruction. This component contained the following topics:

* Identifying Local and National Resources in VESL
* Introduction to VESL
* Collaborating with the Vocational Instructor
* VESL Curriculum Development
* Developing a VESL Lesson
* Individualized Field Component

Public Relations Documents

The following documents represent much of the literature which has been written about our program, for purposes of recruiting. Included are a program fact sheet, brochure, and "request for information" form which were developed by the program staff. In addition, copies of the program certificates are provided. One certificate is for program completion, one is a certificate of appreciation which the program presents to guest speakers and other community members who take a special interest in this program, and the last one, a letter, is presented to ESL teachers who complete the VESL training.

Finally, the following published articles contain information about this specific program and were developed for the purpose of educating the general bilingual education, general vocational education, and bilingual vocational education communities:

1. Bilingual Vocational Instructor Training. NAITTE News and Views, 1982, III (2): 1-2.
2. Bilingual Vocational Education: An Overview. Florida Vocational Journal, In Press.

3. Bilingual Vocational Education: Accomplishments and Needs for the 80's. Chapter Six in Vocational-Technical Education for the 80's: A Book of Readings. Miami, FL: International Dynamics.

4. BVE: Addressing the Needs of the Limited-English-Proficient Vocational Student. Chapter in LaFontaine, Persky, and Golubchick (Eds.), Bilingual Education. Wayne, N.J.: Avery Press.

FLORIDA INTERNATIONAL UNIVERSITY
TAMIAMI CAMPUS • MIAMI, FLORIDA 33199 • (305) 554-2712

SCHOOL OF EDUCATION
DIVISION OF VOCATIONAL EDUCATION

FACT SHEET

BILINGUAL VOCATIONAL INSTRUCTOR TRAINING PROGRAM

PURPOSE OF THE PROGRAM

The Bilingual Vocational Instructor Training Program is designed to assist current and prospective vocational instructors, instructor's aides, and placement specialists to prepare for, or improve their ability to provide adequate vocational instruction to vocational students with limited English-proficiency.

DESCRIPTION OF THE PROGRAM

The program consists of two course meetings each week from September until June. Each meeting lasts about three hours. The courses are as follows:

Fall

Bilingual Instructional Strategies and Evaluation (EVT 4365)**

- *Terminology in Bilingual Vocational Education
- *History of Bilingual Vocational Education
- *The Special Problems and Needs of Limited English-Proficient Vocational Students
- *Bilingual Vocational Course Construction
- *Teaching Strategies for Language Minority Vocational Students
- *Testing in Bilingual Vocational Education

Workshop in Bilingual Vocational Education I (EVT 5925)**

- *Development of a General Multilingual Vocational Education Lexicon, including Safety Terminology
- *Second Language Instruction
- *Cultural Awareness Training and Experiences

Spring

Instructional Materials in (Bilingual) Vocational Education (EVT 3161)**

- *Identifying Local and National Resources for Bilingual Vocational Education
- *Adapting Vocational Materials for Bilingual Vocational Instruction
- *Evaluating Bilingual Vocational Materials
- *Developing Materials for Bilingual Vocational Instruction
- *Coordinating Vocational Training with ESOL Instruction

Workshop in Bilingual Vocational Education II (EVT 5925)**

- *Development of Occupation-Specific Multilingual Lexicons
- *Continuation of Second Language Instruction
- *Applied Techniques such as Micro-teaching and Implementation of Teaching Strategies for Linguistic Minorities

**Each of these courses is approved for State of Florida Vocational and Advanced Vocational Teacher Certification.

ADMISSION TO THE PROGRAM

The program is designed for current or prospective vocational instructors, instructor's aides, or placement specialists. The general requirements for admission to the program are (1) occupational experience in the subject to be taught, (2) at least some ability to communicate in English and another language, (3) attendance during the complete program, and (4) reasonable probability of employment as a vocational instructor, aide or placement specialist serving adults or out-of-school youth upon completion of the program.

COST OF THE PROGRAM

- Tuition is subsidized and is approximately $12.00 per course.
- All textbooks and training materials are free.

RECOGNITION FOR PROGRAM COMPLETION

Upon successful completion of the program, each participant will receive twelve (12) semester hours of academic credit which can be used for certification or certification renewal. Each participant will also receive a special certificate for completion of Bilingual Vocational Instructor Training.

FOR MORE INFORMATION CONTACT:

Dr. Curtis Bradley, Program Director or
Dr. Joan Friedenberg, Associate Director
(305) 554-2712

BILINGUAL VOCATIONAL INSTRUCTOR TRAINING AT FLORIDA INTERNATIONAL UNIVERSITY

In 1981 the Division of Vocational Education was awarded a Bilingual Vocational Instructor Training grant from the U.S. Department of Education. Because of this grant, FIU can provide training in Bilingual Vocational Education to twenty-five vocational educators and twenty-five ESL instructors per year.

PROGRAM DIRECTOR

Curtis H. Bradley

ASSOCIATE DIRECTOR

Joan E. Friedenberg

ADJUNCT FACULTY

Maria Cuadrado
Venante Joseph
Linda Ulman

PROGRAM CONSULTANTS

Mary M. Galvan
Alan Hurwitz
Carolina MacNaughton
Ann L. More
Curtis Osceola

ADVISORY COMMITTEE MEMBERS

Arthur D. Ballou, Supervisor
Dade County Public Schools

Bernice L. Bethel, Placement Specialist
Robert Morgan Vocational Technical Institute

John M. Benedit Jr., Vocational Instructor
Dade County Public Schools

Robert D. Boegle, Curriculum Director
Vocational Education, Broward County

John T. Coursey, Director
Lindsey Hopkins Educative Center

Mario Fontanez, Vocational Instructor
Goodwill Industries

Irene Hart, Vocational Instructor
Broward County Public Schools

John Leyva, Assistant Principal
Lindsey Hopkins Education Center

Paul Kretzschmar, Assistant Principal
Miami Lakes Technical Education Center

Meredith E. McCleary, Curriculum Supervisor
Disadvantaged and Handicapped, Broward County

Horace McLeod, Assistant Director
Atlantic Vocational Center

Jose M. Pardo, Vocational Instructor
Dade County Public Schools

Ann Robb, [illegible]
Sheridan Vocational Center

Terry Underwood, Coordinator
Dade County Public Schools

Bilingual Vocational Education

Bilingual vocational education refers to programs of occupational training or retraining wherein instruction is provided in two languages, one of which is English. Bilingual vocational education was recognized in a limited way in several pieces of legislation enacted in the decade prior to 1976, including the Adult Education Act (1966) and the Vocational Education Amendments of 1974. However, the critical need for bilingual vocational education was recognized most formally when the Congress of the United States found the lack of such training to be one of the most acute problems in the United States. Millions of citizens' efforts to profit from vocational education were found to be severely

restricted by their limited English-speaking ability. The Congress further found a critical shortage of instructors capable of providing for adequate instruction of such language-handicapped persons, and a corresponing shortage of instructional materials and of instructional methods and techniques suitable for such instruction (Education Amendments of 1976, Title II, Subpart 3). The Congress acted to attempt to alleviate this acute problem through the Education Amendments of 1976, Title II, by providing funds and a framework within which states and individual programs can better serve the limited English-proficient.

Subsequent to enactment of Public Law 94-482, $2.8 million in discretionary funds have been appropriated each year for bilingual vocational training programs. The legislation mandates that 65% of the appropriation must be used for bilingual vocational training, 25% for bilingual vocational instructor training, and 10% for materials development. During the 1981-82 fiscal year, 15 bilingual vocational training projects were funded to train 1,372 persons and 7 bilingual vocational instructor training projects were funded to train 268 instructors through Public Law 94-482 (OBEM LA, 1981).

The interested observer recognizes the federally-supported bilingual vocational training programs as small but important steps toward alleviating an acute national problem.

Numerous local and state-supported bilingual vocational training programs have been developed to meet the needs of the limited English-proficient population (Hurwitz, 1979). Fortunately, the increasing number of local and state-supported programs coupled with the federally supported programs are beginning to make significant progress towards determining how best to serve the needs of the large portion of the U.S. population that is limited English-proficient.

"South Floridas Response to the Need for Dilingual Vocational Education"

South Florida is home for thousands of Cubans, Haitians Indo-Chinese, South and Central Americans, Mexican-Americans Russians, Europeans, and Middle Easterners. During the past few years, the vast majority of immigrants entering South Florida has been adults...adults without adequate job skills. With federal, state, and local efforts, some of these immigrants have been fortunate to receive English as a Second Language (ESL) instruction. However, few have been able to learn enough English to enter local trade schools.

Vocational-technical centers in Dade, Broward, and neighboring counties have begun to respond to the need for bilingual vocational training and vocational ESL instruction (VESL). Vocational instructors are beginning to learn about bilingual teaching methodologies and ESL instructors are beginning to learn to provide job-related English instruction. With this combination of services. (BVE & VESL), limited English-proficient students can enter vocational-technical programs, learn a trade immediately, and enter the job market with skills.

Admission to the Program

F.I.U.'s Bilingual Vocational Instructor Training Program is a two-semester program designed for current or prospective vocational instructors, instructor aides, vocational counselors, and placement specialists of adult and out-of-school youth. There is also a one-semester component for ESL instructors.

The general requirements for admission to the program are:

1. Occupational experience in the subject to be taught
2. Proficiency in English and another language
3. U.S. citizen or appropriate VISA
4. Experience in or desire to teach limited English-proficient adults and out-of-school youth

The cost of the program is approximately $25.00 per semester. This fee includes the cost for university credit and for all training materials.

Courses and Workshops

The training program consists of four courses, two per semester. Classes generally meet on Saturdays for three hours in the morning and three in the afternoon. On a typical Saturday, all participants attend a general training session of methods or materials in Bilingual Vocational Education, followed by a one-hour lunch. After lunch, all participants gather for a 30-60 minute culture session. Then, participants break into three groups for vocational-related second language instruction. Presently, language instruction is provided in Spanish, Haitian Creole, and English (as a second language).

TRAINING SESSIONS

FALL

Bilingual Instructional Strategies and Evaluation:
EVT 4365

- Terminology in Bilingual Vocational Education
- History of Bilingual Vocational Education
- Problems and Practices in Bilingual Vocational Education
- Bilingual Vocational Program Design
- Bilingual Vocational Course Construction
- Teaching Strategies for Multicultural Vocational Education Environments
- Testing in Bilingual Vocational Education

Workshop in Bilingual Vocational Education--I:
EVT 5925

- Cultural Awareness Training
- Second Language Instruction:
  - Classroom terminology
  - Employment terminology
  - Safety terminology
- Second Language Translation Techniques:
  - Task listing
  - Task detailing
  - Performance objectives
  - Parts of lesson plans
  - Test items

SPRING

Instruction Materials in Bilingual Vocational Education: EVT 3161

- Identifying Local and National Resources in Bilingual Vocational Education
- Evaluating and Modifying English Vocational Materials for Bilingual Vocational Instruction
- Evaluating Bilingual and Non-English Vocational Instruction Materials
- Developing Bilingual Instruction Sheets
- Developing Bilingual Individualized Learning Packages
- Collaborating with the VESL Instructor
- Developing Media Materials

Workshop in Bilingual Vocational Education--II: EVT 5925

- Cultural Awareness Training
- Occupation-Specific Second Language Instruction
- Practice in Developing Bilingual Instructional Materials

Workshop in Vocational ESL Instruction (for ESL Instructors): EVT 5925

- Identifying Local and National Resources in VESL
- Introduction to VESL
- Collaborating with the Vocational Instructor
- VESL Curriculum Development
- Developing a VESL Lesson
- Individualized Field Component

For more information call or write to:

Bilingual Vocational Instructor Training Program
Division of Vocational Education
Florida International University
Miami, Florida 33199

(305) 554-2712

Dr. Curtis H. Bradley, Director

Dr. Joan E. Friedenberg, Associate Director

REQUEST FOR INFORMATION ABOUT
THE BILINGUAL VOCATIONAL INSTRUCTOR TRAINING PROGRAM

I WOULD LIKE TO LEARN HOW I CAN PARTICIPATE IN THE PROGRAM.

I understand the program is designed to help current or prospective Vocational Instructors, Instructor's Aides, or Placement Specialists prepare for, or improve their ability to provide adequate vocational instruction to adults or out-of-school youth with limited English.

I understand that the program will consist of two meetings each week from September, 1981 until June, 1982. Each meeting will last about three hours. These meetings will cover introduction to bilingual vocational education, instructional materials in bilingual vocational education, appropriate language instruction, and cultural awareness training. I must attend all sessions of the program, and upon completion I will receive University credit for four (4) courses (12 Semester hours of credit) that are approved for vocational teacher certification.

The cost to me for participating in the program is $7.50 for each of the four courses. Textbooks and instructional materials will be provided at no cost to me.

I must have some ability to communicate in English and some other language. This does not mean I must be fluent in either English or the other language. I will be provided language instruction to meet my personal needs.

I WILL ATTEND THE BILINGUAL VOCATIONAL INSTRUCTOR TRAINING PROGRAM ORIENTATION MEETING TO BE HELD ON FLORIDA INTERNATIONAL UNIVERSITY'S TAMIAMI CAMPUS IN ROOM DM 110 SATURDAY MORNING, AUGUST 8, 1981 FROM 10:00 A.M. UNTIL 11:30 A.M.

MY NAME IS _____

ADDRESS _____

_____ (ZIP)

HOME PHONE _____ BUSINESS _____

OCCUPATION _____

WORK ADDRESS _____

PLEASE COMPLETE THE ABOVE INFORMATION AND MAIL THIS FORM TO:

Dr. Curtis H. Bradley, DM 488
Division of Vocational Education
Florida International University
Miami, Florida 33199

IF YOU HAVE ANY QUESTIONS BEFORE THE MEETING, CALL DR. JOAN FRIEDENBERG, Associate Director of this Program, at 552-2711.

Florida International University

School of Education

This Certificate is Awarded To

_____

In recognition of successful completion of the Bilingual Vocational Instructor Training program

_____ Program Director

_____ Dean, School of Education

_____ Associate Director

_____ Chairperson, Division of Vocational Education

Florida International University

School of Education

Division of Vocational Education

In recognition of valuable service

The Bilingual Vocational Instructor Training program is *conferring this Certificate of Appreciation upon*

Awarded

Associate Director

Chairperson

Director

Dean

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This is to acknowledge that

_____

has completed a university course in VOCATIONAL ENGLISH AS A SECOND LANGUAGE (VESL) during the Spring of 1982. This course was conducted by the Bilingual Vocational Instructor Training Program, Division of Vocational Education, Florida International University, and included the following components:

National Sources of Materials in Bilingual Vocational Education and Vocational ESL

Introduction to VESL Instruction

Adapting ESL and Vocational Materials to the VESL Class

Collaborating with the Vocational Instructor

Developing a VESL Lesson

Innovative Teaching Techniques for VESL Instruction

Literacy Training for Adult ESL Students

VESL Curriculum Development

An individualized field component demonstrating mastery of several essential concepts of VESL

Curtis H. Bradley
Curtis H. Bradley
Program Director

Joan E. Friedenberg
Joan E. Friedenberg
Associate Director

THE STATE UNIVERSITY SYSTEM OF FLORIDA

MINUTES

of the

FLORIDA INTERNATIONAL UNIVERSITY
VOCATIONAL INDUSTRIAL ADVISORY COMMITTEE MEETING
DM Building - Room 370
May 22, 1982
1:00 P.M.

MEMBERS PRESENT

Arthur D. Ballou, Chairman
Marie Aldous
Paul Kretzschmar
Ronald Reider
Frank Taylor

EX-OFFICIO

Curtis Bradley
Robert Pryor

MEMBERS ABSENT

Lucius Crawford
Robert Hatcher
Max Herchman
Joseph McKinney
T. L. Rushing
Ron Scull
Robert Vos

GUEST

Joan E. Friedenberg

TOPIC	DISCUSSION
1. Opening of Meeting	The meeting was opened at 1:00 p.m. by the Chairman, Mr. Arthur Ballou. The minutes of the previous meeting were presented and approved.
2. Bilingual Vocational Instructor Training Program	Dr. Bradley and Dr. Friedenberg gave an overview on the Bilingual Vocational Instructor Training Program. There were several guest from this year's program who presented feedback on its success. Dr. Friedenberg stated the goal of the program is to provide more effective job training for the refugees of the community. The training will be provided for out-of-school youth and adults. Dr. Bradley felt it would be easier to recruit the new vocational teachers rather than trying to recruit persons from the community for the next program. Industrial Education materials used in the program were shown and explained. A book on Bilingual Vocational Education has been written by Dr. Bradley and Dr. Friedenberg and is scheduled for release in July of 1982.

GOOD NEW

Promote your program! Give a free gift (a pen or other token from the military or a large company) to the first ten students who come to see you and have never met their occupational specialist before. Announce it on the P.A.
— Gloria Pasteur, O.P.S. Miami Killian Sr.

Celeb
Vocational
Educ
Week
Feb. 7-12,

FIU Bilingual Program Open to Occupational Placement Specialists

Florida International University's BILINGUAL VOCATIONAL INSTRUCTOR TRAINING PROGRAM is designed to assist 30 current or prospective vocational instructors, instructor's aides, occupational placement specialists or counselors prepare for, or improve their ability to provide adequate vocational instruction to vocational students with limited English proficiency.

The year-long program consists of courses that meet each week on Saturdays. These courses are EVT 4365 Bilingual Instructional Strategiew and Evaluation, EVT 3161 Instructional Materials in (Bilingual) Vocational Education, and EVT 5925 Workshop in Bilingual Vocational Education I and II. Each of these courses is approved for State of Florida Vocational and Advanced Vocational certification.

The general requirements for admission are (1) occupational experience in the subject to be taught, (2) at lease some ability to communicate in English and another language, (3) attendance during the complete program, and (4) reasonable probability of employment as a vocational instructor, aide or occupational placement specialist serving adults or out-of-school youth upon completion of the program.

Participants pay only a small bonding fee for the four university courses. Textbooks and instructional materials are provided at no cost.

Upon completion of the program each participant will receive twelve (12) semester hours of academic credit which can be used for certification or certificate renewal. Each participant will also receive a special certificate for completion of Bilingual Vocational Education. For further information contact Dr. Curtis Bradley or Dr. Joan Friedenberg at F.I.U.,Tamiami Trail, Miami, Florida 33199.

The 11th Annual Education Confere
held April 28-30, 19
Beach. For further in
contact Olive Thom
Vocational Educatic
ment of Education, F
Tallahassee, FL 323C

Department of Information Services
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North Miami, Florida 33181
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FIU NEWS RELEASE

Contact: Bob Wood
Date: July 31, 1981

Florida International University Awarded Bilingual-Vocational Grant

orida International University's Division of Vocational Education has received an $86,300 U.S. Department of Education grant to provide training to vocational teachers, aides and placement specialists who work with adults and out-of-school youths whose English proficiency is limited.

The division, part of the FIU School of Education, will be able to provide in-service training to about 30 individuals with the grant.

Individuals interested in participating can attend an orientation program on Sat., Aug. 8, at 10 a.m. in Deuxieme Maison (DM) 110 on FIU's Tamiami Campus at SW Eighth Street and 107th Avenue.

The program, being called the Bilingual Vocational Instructor Training Program, will be open to educators from Dade, Broward and Monroe counties.

Total cost of the program for students is $30, including instructional materials.

For more information, call Curtis H. Bradley or Joan Friedenberg at 552-2711.

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FLORIDA INTERNATIONAL UNIVERSITY
TAMIAMI CAMPUS • MIAMI, FLORIDA 33199 • (305) 552-2711

SCHOOL OF EDUCATION
DIVISION OF VOCATIONAL EDUCATION

PUBLIC SERVICE ANNOUNCEMENT

Are you a vocational instructor, instructor aide, or placement specialist who works with non-English speaking adults? OR do you have six years experience in a trade and speak English and another language?

If so, you can enroll in Florida International University's Bilingual Vocational Instructor Training Program.

This part-time program has a schedule designed for working people, gives twelve hours of credit from F.I.U., offers subsidized tuition of only twelve dollars per course, and offers free materials.

For more information call 554-2712. There are openings now for the class that starts on August 28th.

THE STATE UNIVERSITY SYSTEM OF FLORIDA

FLORIDA INTERNATIONAL UNIVERSITY
TAMIAMI CAMPUS • MIAMI, FLORIDA 33199 • (305) 552-2711

SCHOOL OF EDUCATION
DIVISION OF VOCATIONAL EDUCATION

PUBLIC SERVICE ANNOUNCEMENT

¿Es usted un(a) instructor(a) vocacional, un(a) instructor(a) asistente, o un(a) especialista de empleo que trabaja con adultos que no hablan inglés? ¿O tiene usted seis años de experiencia en una ocupación vocacional y habla inglés y otra lengua?

Si usted posee estos requisitos, usted puede matricularse en el Programa de Entrenamiento para Instructores Vocacionales Bilingües de la Universidad Internacional de la Florida (F.I.U.)

Este programa de tiempo parcial tiene un horario especialmente preparado para gente que trabaja durante la semana y es equivalente a doce horas de crédito universitario (F.I.U.). El programa tambien ofrece matricula reducida de solamente doce dolares por curso a la vez de que los estudiantes matriculados pueden obtener materiales de aprendizaje sin costo alguno.

Para mas detalles e información por favor llame al 554-2712. Todavia hay cupo para las clases que empiezan en Agosto 28.

THE STATE UNIVERSITY SYSTEM OF FLORIDA

FOR VOCATIONAL TEACHERS — Florida International University is offering classes for vocational teachers who have non-English speaking students. The course will help teachers understand other cultures — especially Hispanic and Haitian ones — and how to teach students not fluent in English. The first class is Sept. 12 at 9 a.m. in Room DM-110 at the Tamiami campus. Call

la Semana

FIU recibe fondos para entrenamiento

LUNES

● La Universidad Internacional de la Florida (FIU) ha recibido $86,300 del Departamento de Educación de Estados Unidos para ofrecer entrenamiento a aquellos maestros, asistentes y especialistas que trabajan con adultos y jóvenes que ya no asisten a la escuela, y que hablan un inglés limitado. Hay fondos suficientes para ofrecer entrenamiento a 30 personas. Curtis Bradley tiene más información en el 552-2711.

FIU programs get federal grants

Two programs at Florida International University have received grants from the U.S. Department of Education to assist students with limited English skills.

FIU's Division of Vocational Education netted $86,300 to provide training to vocational teachers, aides and placement specialists who work with adults and out-of-school youths.

The division trains about 30 persons a year whose English profiency is low.

The university's graduate program in bilingual special education received $44,000 to give to students working towards master's degrees.

The program will focus on two areas: education of exceptional students who are already bilingual and education for foreign language speakers. Twenty stipends are available to students.

Department of Information Services
Florida International University
Tamiami Campus
Miami, Florida 3319[illegible]
(305) 552-223[illegible]

Bay Vista Campus
North Miami, Florida 33181
(305)940-5700

FIU

PSA Public Service Announcements

ANNCR:

FLORIDA INTERNATIONAL UNIVERSITY WILL CONDUCT AN ORIENTATION PROGRAM SAT., AUG. 8, FOR DADE, BROWARD AND MONROE COUNTY VOCATIONAL TEACHERS, TEACHERS' AIDES AND PLACEMENT SPECIALISTS INTERESTED IN RECEIVING TRAINING TO TEACH ADULTS WITH LIMITED ENGLISH PROFICIENCY.

ENTITLED THE BILINGUAL VOCATIONAL INSTRUCTOR TRAINING PROGRAM, THE PROJECT IS BEING CONDUCTED BY FIU'S SCHOOL OF EDUCATION WITH AN $86,300 U.S. DEPARTMENT OF EDUCATION GRANT.

FOR MORE INFORMATION, CALL 552-2711.

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PART TWO

Final Evaluation Report
Florida International University
Bilingual Vocational Instructor Training Program

Submitted: June 1982

Evaluator: Dr. Alan Hurwitz

Introduction

The following is the final evaluation report for the Florida International University Bilingual Vocational Instructor Training Program. Data for this evaluation report have been gathered from a review of program materials and two site visits - one in December 1981, at the close of the first semester, and one in April 1982, at the close of the second and final semester. These visits included meetings with program administrators, meetings with program participants, conversations with adjunct faculty, observation of class sessions, and a further review of program handouts and other relevant written materials. On the second site visit a written instrument was administered to participants by the evaluator.

This report includes the following: a report on the second site visit, an overview of the questionnaire results, questionnaire responses (numerical totals and comments), conclusions and recommendations, and several appendices. The appendices include a report on the first site visit, a descriptive breakdown of vocational skills instructor participants, totals for the ESL instructor's questionnaire (administered by the program) and a list of program-related workshops offered to the community.

Site Visitation Report (Second Visit)

The second site visit took place on April 3 and 4, 1982. On April 3 the evaluator met with Drs. Bradley and Friedenberg and reviewed various course and program materials.

On April 4 the evaluator visited the (final) class session, spoke with VESL participants, and adjunct faculty and administered the questionnaire to the regular program participants.

The program had been continuing on schedule. The course in Bilingual Vocational Materials was presented during the second semester to the regular participants along with a continuation of the culture and vocational language workshops in Creole, Spanish, and English. A group of 27 ESL instructors also joined the program, as planned, to learn the basics of VESL while providing an opportunity for the regular (vocational instructor) participants to practice coordinating their teaching with teachers of English. Coordinating English instruction with vocational teaching was one of the learning goals for the ESL instructors as well.

The project director and associate director noted significant progress in their efforts to expand awareness of a bilingual vocational approach in the South Florida educational community. They report significant interest on the part of many educational organizations in materials and specific training in the bilingual vocational area. They have been working principally with the Teacher Education Center (TEC) in the area and report inquires from 3 organizations specifically requesting training services. A number of other activities are also in the planning stages and likely to develop over the next several months, all apparently a direct result of the program. The program curriculum was a basis for an announcement of in-service-training

activities which had been requested by and distributed to many educational organizations. There have also been a number of informal contacts with several teachers unions and other organizations which have a role in providing vocational skills training to adults. Also with Florida International University, the process has begun for making one of the bilingual vocational courses part of the curriculum and the certification requirement. In addition, project administrators have made a number of presentations at national vocational and bilingual conferences, and a front page write up on the program appears in the spring 1982 edition of News and Views, the publication of the National Association of Industrial and Technical Teacher Educators (NAITTE).

The program had previously reported 25 participants. It reports 2 dropouts and 3 new entrants since the first site visit (December), for a total of 26 completions. All of these are expected to fulfill the requirements of the program and receive certificates. Participants in the VESL segment of the program will receive special letters indicating their additional expertise. Participants are expected to receive a range of passing grades (with the exception of 2 individuals who were enrolled but never began the program). Through the program, participants will earn 12 (for those in the main bilingual vocational instructor training segment) or 3 (for those in the VESL segment) college credits.

The second semester of the program included some special workshops such as a hands-on opportunity to make overhead slides and other educational media, and a seminar in employment in the South Florida educational system, and several guest lectures on a variety of topics. A wide

variety of handouts and educational materials were utilized, including 2 manuals which were developed by the program's directors. (The first semester manual is in the process of being published for distribution by the Center for Applied Linguistics). In addition, many catalogues, articles, exercises, and other materials were made available to both groups.

All bilingual vocational participants, with the exception of 2 are involved with vocational training for adults. (Those 2 are nursing supervisors who provide some on-the-job skills training and are exploring more direct involvement in training activities). Most are involved with adult programs with the Dade or Broward County Public Schools. Eight (8) participants work with the Haitian Refugee Center at FIU. Of those working in programs, 10 are instructors, 8 are counselors, and 6 are vocational aides. In terms of language, 8 are native speakers of Spanish, 13 are native speakers of Haitian Creole, and 5 are native speakers of English. All speak English, at least as a second language. Most are developing their skills in a nonnative language as part of the program (through the afternoon vocational language workshops).

An important aspect of the second site visit was a meeting with the vocational English as a second language (VESL) instructors who participated in the program in the second semester. They received a total of 9 workshops, 6 as a separate group and 3 together with the bilingual vocational skills intructor trainees. A total of 5 of the meetings involved guest speakers. In addition, they were required to complete an individualized field component, a total of 27 VESL instructors

participated in the program. A group of 16 came to Florida International University to meet with the evaluator during the second site visit. They had previously completed a brief evaluation form, administered by the program administrators. The results of their responses are included in the appendix of this report.

The VESL participants expressed strong satisfaction with regard to their experience with the program. This is consistent with the results of the questionnaire. They mentioned several activities of the program as especially helpful - the workshops with Mary Galvan and Ann More and the workshop with Dr. Friedenberg. They also complimented the first materials workshop as exposing them to a lot of new and useful materials. They mentioned the structure of the course (9 meetings as opposed to a one day workshop or a 3 month course) as useful for them and especially appropriate for working teachers. They indicated 3 content areas which were covered in the program as especially useful- adapting ESL and vocational materials to VESL, developing VESL lessons, and collaborating with vocational skills instructors. Several of the VESL participants work in the same institutions as several of the vocational instructor trainees. This made the collaboration more useful and led to more ongoing activities in the school (Lindsey Hopkins Education Center).

These participants suggested some areas of possible improvement. Many of the group expressed the desire for more classtime for working together and sharing - intragroup feedback; comparing experiences; sharing materials, methods, etc. and in general being resources for each other. One suggestion (made also for reasons of geography) was to have

meetings move from center to center, with a demonstration of what is being done at each a focus of that meeting. A few participants expressed regret that they "still don't know what other people do". There was some interaction among some participants between sessions, but there was a desire for more to be structured through program activities. Also, dissatisfaction was expressed that the projects, on which they had expanded considerable effort were handed in at the end, allowing no time for feedback from each other.

The feeling was expressed by a number of participants that such a program be a standard part of ESL training; and some interest was expressed in some follow-up for themselves.

An Overview of Questionnaire Results
(Vocational Instructors)

Vocational participants' questionnaire responses were overhelmingly positive regarding their perception of the various aspects of the program. Both the fall and spring morning courses received very positive responses on the questionnaire with the fall course slightly more positive. With both courses the questions regarding written handouts received slightly more positive responses than the questions regarding the instructors or those regarding the courses as a whole. On the whole these differences were slight.

Questions regarding the afternoon language and culture workshops received less positive (but still clearly positive) responses than other aspects of the program. Since such a large part of the afternoon

workshops were the classes in the individual languages, the participants' responses are reported on the totals sheet according to which language class they attended.

Participants attending the ESL class indicated the most positive responses, followed by those attending the class in Spanish, and finally those attending the class in Creole. These results were not consistent with evidence from the evaluator's informal observations and data from other meetings regarding that aspect of the program. (The culture workshops for the group as a whole, appeared to the evaluator as varied and well planned, with sessions presenting material of varying but generally high relevance to the participants. The language classes appeared to the evaluator as informal, very individually oriented and very different from group to group. During class observation, participants in the English language class, appeared relatively unresponsive, with those in the Spanish and particularly the Creole class more responsive to the material presented. These observations were subsequently corroborated in discussions with the project administrators). One possible explanation for this discrepancy is the fact that students in the Spanish and Creole class were principally from the United States and students in the English class are from other countries who often are less critical of teachers and may have tended to evaluate more positively. Also, ESL students (not from the U.S.) tend to avoid participating.

Participants also responded very positively to questions regarding the applicability of what they were learning to their teaching situations. Seventy-five per cent (75%) report that they are currently teaching vocational skills to adults, most with a majority of limited English proficient.

students. Other background data on the participants indicate that all participants are likely to have the opportunity to put these skills to use in the situations intended by the project goals. The question on the use of the material learned (Previous to the end of the program) received slightly less positive (although clearly positive) responses than other general program questions. This is consistent with some of the comments which indicated the lack of sufficient time for full practice and integration of some of the skills presented. Participants responded very positively to the question on their future plans to use these skills.

Some observations regarding the validity of the questionnaire should be pointed out. Although the evaluator had met with the group previously, and the questionnaire was reviewed by project staff, there were indications that the instrument was not fully understood by all participants. From their responses, some participants appeared not to notice two negative questions (nos. 23 and 26) on the questionnaire. (These questions were considered invalid and omitted from the totals). Several participants needed help from the evaluator or other participants to complete the instrument when administered. Finally, a few unclear responses appeared in the request for comments on several of the questions. When the questionnaire was administered, support was available and some provided in Spanish and Creole. While the evaluator would make some changes in the instrument, were he to administer it to a similar group again, any distortions of this data are likely to be very small and do in no way detract from the clear and strong positive responses of the students to all aspects of the program.

Attendance was good, particularly for a program whose participants

are involved in so many personal and professional activities. Participants who submitted questionnaires reported a mean number of absences of just under 2 per participant (1.96), with a range of 0 absences (4 participants) to 6 absences (2 participants) reported.

There were a total of 26 participant questionnaires submitted and tabulated.

Conclusions and Recommendations

The Florida International University Bilingual Vocational Instructor Program has completed a very successful first year of operation. It has recruited a group of individuals from Haitian, Hispanic, and English speaking backgrounds who are involved with teaching vocational skills to adults, largely limited-English-speaking adults. It has trained those individuals in many new bilingual vocational skills which will contribute, and in many cases have already contributed to their teaching. It has used a variety of methods and materials, many of which were developed by individuals involved in conducting the program. And it has raised awareness of bilingual vocational training at FIU and with many educators in Dade and Broward Counties and begun to share information and expertise with others.

The program consisted primarily of Saturday workshops - morning sessions in various aspects of bilingual vocational training and afternoon sessions on language and culture. A special aspect of this program was the approach developed for involving ESL instructors, and teaching them the basics of VESL (Vocational English as a Second Language) in coordination with the program of instruction of the skills instructors. This involved some separate and some joint sessions and was designed to teach coordination

between these roles as well as new individual skills in each. It was a creative approach to addressing an area of great concern in bilingual vocational training. Participant feedback, particularly that of the ESL instructors, was very positive regarding this aspect of the program.

Participant perception of the program as a whole was strongly positive and very enthusiastic. They seemed to value and appreciate what was developed and provided for them. Through both meetings and the questionnaire they complimented individual aspects of the program and above all conveyed a clear feeling of gratitude for their experience.

The competence and commitment of the director and associate director were strongly noted. A small ceremony with plaques and much good feeling was presented to them by the participants at the last class. Also, it reflects very well on the program that the manual which had been developed by them and was used in the program has recently been published nationally.

As the program moves into its second year, some possibilities for improvement should be noted. The program did not end with a full group of participants (26 out of 30). Also, while most of the group is very strong there appear to be several participants that due to English level or other factors, may not be the most appropriate for this group. These factors reflect back on recruitment and the difficulties involved with making all the necessary new contacts with the relevant agencies and programs. In the coming year with a clear mission, some visibility, and a large number of contacts, a reasonable effort should result in a large pool of potential applicants from which the strongest group possible can be selected.

The language and culture workshop was one of the innovative aspects of this program. However, as would be expected, there were certain limitations and concerns identified regarding this workshop. First, some participants found that attending the workshop as part of a full and demanding day of instruction lessened their readiness for learning. Second, the fact that the schedule would permit only one period of language instruction per week minimized the amount of practice and reinforcement for each student. Third, several participants suggested that language instruction, for them, would be more effective if it were related exclusively to the job-related language of their particular occupational areas. Finally, the culture section of this workshop was perceived as very useful to the professional growth and development of each participant. A number of participants believed that the culture section could be even more effective if participants were invited to take a more active role in conducting these sessions.

All in all this has been a dynamic and very successful beginning for a project which promises to contribute a great deal to its South Florida region and to developments in bilingual vocational instructor training around the country.

Appendix I

SITE VISITATION REPORT

The following is a report of the first site visit to the Florida International University Bilingual Vocational Instructor Training Program by the evaluator, Dr. Alan Hurwitz. The visit took place on December 11 and 12, 1981. Interviews were conducted with Dr. Curtis Bradley, project director, Dr. Joan Friedenberg, associate director, and project participants. This visit also served as the project's formative evaluation. A second visit and summative evaluation is scheduled for the latter part of the spring semester.

Program Overview

The project is intended to address the need for vocational training for a large and growing number of limited English speaking Hispanic and Haitian vocational trainees and potential trainees in South Florida. It plans to do so by recruiting and assisting "30 current and prospective vocational instructors, instructor's aides, or placement specialists to prepare for, or improve their ability to provide adequate vocational instruction to vocational students with limited English proficiency."* This assistance is provided through 4 courses (2 each semester) in bilingual vocational education. These courses consist of overviews of the significant history, issues, strategies, and problems of bilingual vocational students and also specific workshops in relevant skills in language and culture.

*Quoted from project recruitment materials.

In August the program received official notification of funding and was able to begin to identify and recruit potential participants. This provided a shorter time available for recruitment than had been anticipated. The program staff contacted adult education centers and community agencies which had adult vocational training programs. A group of 27 potential participants were recruited and 25 actually began the program.

Qualifications included occupational experience, ability to communicate in English and another language, a commitment to attendance for the complete program, and reasonable probability of employment as a vocational instructor, aide, or placement specialist serving limited English-proficient or out-of-school youth upon completion of the program. Participants range in language and vocational backgrounds: five are native English speakers; nine are speakers of Spanish, eleven of Haitian Creole. This mix, in addition to serving a wide cross section of vocational educators, is designed to enable participants to become more familiar with members of these other cultural and linguistic groups. They also serve in different roles: nine are vocational instructors; 3 are instructional aides; 6 are vocational counsellors; and 7 are expecting to work but not yet working in vocational programs. Program administrators cite the rare combination of qualifications required and the absence of strong structural incentives (e.g. special degree, pay increases, stipends, etc.) as difficulties to participant recruitment. Nevertheless they have assembled a solid group of 25 vocational educators who have

remained strong participants through the first semester and are expected to continue into the second.

The program consists of two courses each semester. Classes meet Saturday morning and afternoon. The basic course, Bilingual Instructional Strategies and Evaluation in Bilingual Vocational Education is team taught by project director Dr. Curtis Bradley and project associate director Dr. Joan Friedenberg. The contents of this course include terminology in and history of bilingual vocational education, the special problems and needs of limited-English-proficient vocational students, bilingual vocational program designs, bilingual vocational course construction, teaching techniques for bilingual vocational instruction, assessment techniques and instruments for bilingual vocational instruction, safety issues and procedures in bilingual vocational instruction, and information about affirmative action and immigration.

The second course, Workshop in Bilingual Vocational Education I is coordinated by Dr. Friedenberg. Each session of this course begins with a thirty to sixty-minute presentation on cultural information about a specific South Florida culture group. The class then separates into three groups and three clinical instructors provide vocational second language instruction in Creole, Spanish, or ESL. Students are placed in the appropriate language class according to their need. Dr. Friedenberg provides inservice training and supervision of the clinical instructors to assure that this course meets the individual needs of each student.

A variety of materials are utilized in the program. A special manual on bilingual vocational training had been prepared by the project director and associate director before the program was actually funded but with potential use in the program as a goal. Courses for program participants could then be designed using the manual as a base. It is expected that the manual will be valuable also to bilingual vocational instructor preparation in the future, with this program, the university as a whole, and perhaps other settings. Materials for this course also include articles, newspaper reports, special activities, quizzes, and other handouts prepared or compiled by the instructors. These materials come from vocational education, bilingual education, and especially created work on bilingual vocational education.

Various texts on Spanish and Creole and materials for developing skills in English are utilized in conjunction with the workshop in vocational language and culture. Also, instructors have prepared and/or compiled a variety of handouts on various cultural groups, and on culture in general, in addition to explanations and exercises for development in the Spanish, Creole, and English languages. Special materials were prepared in vocational language instruction for the orientation of adjunct workshop instructors under the supervision of the instructor/associate director.

Though it has not been a major focus of the program thus far, some initial groundwork has been laid regarding the program's secondary objective of institutionalizing bilingual vocational teacher education at Florida International University. The Dean

(now Associate Vice President) has gone on record in an official letter as supporting such institutionalization. Also, the program's courses (which are adapted versions of previously existing courses) are applicable toward vocational teacher certification and re-certification. Though the current climate for teacher education presents difficulties, this process is expected to move forward as the program goes on into future semesters, and a good track record is established.

Plans are made for the second semester of the program. These involve the two additional courses Instructional Materials in (Bilingual) Vocational Education and Workshop in Bilingual Vocational Education II. This workshop will carry on and apply the language development of Workshop I to teaching specific vocational areas. The second semester is also planned to include the new component for Vocational English as a Second Language instructors (VESL). These workshops are planned partly in coordination with the group which is currently enrolled and partly through separate workshops. Recruitment has begun for this group and applications are currently being received.

Also, as part of the first site visit, full plans for the program's summative evaluation were discussed. A combination of approaches is planned. These include (1) interviews with the project director, associate director and adjunct faculty (2) interviews with participants, both as a group and individually and (3) a short participant questionaire. The first site visit/ formative evaluation will involve interviews. The second site visit/summative evaluation will involve follow-up interviews

and the participant questionaire. The final report will be compiled using the Stufflebeam model which is described in the proposal.

Class Observation and Interview

On December 12 the evaluator observed the morning and afternoon classes. The morning class in bilingual vocational education was taught by Dr.'s Friedenberg and Bradley. A total of 23 students were present. Material covered included safety, testing materials and procedure, equity, and immigration. The morning also included a group meeting of participants with the evaluator (discussed later). The afternoon consisted of a movie and discussion of Haiti for the entire group and the three individual language classes taught by the three adjunct faculty.

There were 23 class participants and the evaluator taking part in the class interview. The following is a report of that interview.

Members of the class were enthusiastically positive regarding their experience in the program. Participants mentioned a number of aspects of the program as especially effective. Developing lesson plans, task analysis, different presentation techniques, bilingual vocational terminology, and approaches to testing were specifically referred to as extremely valuable aspects of the morning class. Also, the cultural and language material of the afternoon workshop were mentioned as very helpful. Cultural sessions were described as providing both general information and very interesting and informative material on specific cultural

groups, sometimes presented by outside guests. Language classes in Spanish, Creole, and English were also referred to as helpful.

The program was also complimented for the thorough preparation of the primary instructors, the completeness of handouts and information presented, the openness and relaxed feeling of the class sessions, and the opportunity to get to know each other. The cross section of ethnic groups in the class (seen as representative of this part of Florida) was mentioned as a very valuable aspect of the program, particularly in view of the program's specific techniques (such as small group activities) which encourage these benefits. The manual (previously developed by the program) was specifically complimented as useful and easy to understand. The good teamwork of Dr.'s Bradley and Friedenberg was also referred to as helpful to participants' learning.

Some suggestions were made for future improvement. A number of participants referred to the need for more understanding of the relationship of the program to their possible career goals. Some participants expressed the need for counselling, others for more specific information regarding vocational education certification and procedures and how what the program provides is related to them. The student handbook was mentioned as helpful to some extent, but the need was expressed for more clarification.

The group interview underlined the great diversity of the group with regard to background and goals. As a result of this diversity, participants' needs seem quite different in some areas. Although the program was complimented on its effort to respond to

all students, some students expressed the desire for more depth in some areas, others for a more complete general overview of the bilingual vocational field. Many participants expressed the need for more time to cover the large amount of material presented and allow for ample discussion. Several students suggested more strictness in beginning on time, though most students (including some making the suggestion) were late for class. Another unrelated suggestion was greater use of the students themselves as resources, particularly with regard to material on cultures which they represent. A few students expressed the need for more materials for the occupational language classes; some participants expressed the desire for more than the (approximately) 2 hr/week class devoted to that area.

Conclusions

The FIU program had prepared a challenging agenda for itself and is off to an excellent start. The director and associate director have been dedicated and thorough in their planning and in their implementation. Materials, strategies, new approaches, and a network of resources have been compiled and developed to provide this group of trainees with solid preparation. The trainees have received the training in this way and seem enthusiastic and motivated. They value the opportunity which they have. Particularly given the absence of stipends or the opportunity for an advanced degree, their high motivation is even more noteworthy.

As the program moves into its second semester a few areas suggest themselves as opportunities for further development.

(1) More attention to participants' career goals in bilingual vocational education--This could involve some individual and group counselling, more complete information on certification and career opportunities in vocational education, and perhaps some contact with appropriate local school district personnel through the program. Such activities, in addition to satisfying some participants, will make it more likely that they will utilize their new abilities to respond to the need for bilingual vocational training which exists in the area. (2) Some approaches which allow more in-depth exploration of certain areas--This could involve more classtime (if that is possible) or the opportunity for optional extra sessions on specific topics (such as career planning), or perhaps small group projects to allow for more in-depth exploration of areas of special interest (e.g. language, and culture, curriculum, certification or others). In the long run it may be useful to look toward a less diverse group (with regard to career goals). Though the program has done well in responding to students, there may be some opportunities for approaches which further achieve this goal.

One of the strengths of this program seems to be its strong interest in providing the best possible experience for its participants. Some excellent work has been done and the project is moving ahead. It has the potential of being a model for others in several areas.

Appendix II

ESL TEACHER'S OPINIONNAIRE

As part of the Bilingual Vocational Instructor Training Program, you participated in a course designed to help you provide occupation-specific ESL instruction to limited English-proficient vocational students. Please evaluate each of the course sessions and then add any topics that you believe should be included in this course that would make it even more helpful to other ESL teachers of LEP vocational education students.

	Not Needed	Helpful	Very Helpful
NATIONAL SOURCES OF MATERIALS IN BVE AND VESL		13	7
INTRODUCTION TO VESL		8	12
ADAPTING ESL INSTRUCTION FOR THE VESL CLASS	1	5	15
COLLABORATING WITH THE VOCATIONAL INSTRUCTOR	1	6	13
DEVELOPING A VESL LESSON	1	4	14
INNOVATIVE TEACHING TECHNIQUES FOR ADULT ESL STUDENTS		9	11
LITERACY TRAINING FOR ADULTS		12	8
COMPETENCY-BASED VESL CURRICULUM DEVELOPMENT		10	10
ORIENTATION TO INDIVIDUALIZED FIELD COMPONENT	2	12	6

Appendix III

THREE-HOUR WORKSHOPS IN BILINGUAL VOCATIONAL EDUCATION (BVE)

Team Taught by

Curtis H. Bradley, Director Joan E. Friedenberg, Associate Director

Bilingual Vocational Instructor Training Program
Division of Vocational Education
Florida International University
Miami, FL 33199

(305) 554-2712

1. INTRODUCTION TO BILINGUAL VOCATIONAL EDUCATION

   History, terminology, philosophy, and legislation related to BVE. Overview of the common language, academic, and affective problems of LEP vocational students; the factors which contribute to these problems; and tips for minimizing the problems.

2. BILINGUAL VOCATIONAL COURSE CONSTRUCTION

   Step by step overview of the basic task analysis approach to course construction with special emphasis on planning for the needs of LEP students.

3. PROGRAM DESIGNS AND TEACHING TECHNIQUES FOR BVE

   Overview of the program designs for BVE and discussion of participants' individual cases. Discussion and practice of twenty different traditional teaching techniques with special considerations for multicultural settings.

4. EVALUATING AND MODIFYING MATERIALS FOR BVE

   Using a simple assessment instrument, participants will evaluate their own textbooks (or other vocational training materials) for appropriateness in bilingual/multicultural vocational classes. Participants will then learn simple techniques for modifying these materials. Also included will be a discussion of the appropriateness of using commercially available bilingual and imported (foreign language) training materials (samples provided).

5. TEST CONSTRUCTION IN BVE

   A review of the precedures involved in planning and developing cognitive achievement and performance tests with discussion of modification for LEP students. Overview of commercially available assessment instruments for LEP students.

6. INTRODUCTION TO VESL FOR VOCATIONAL EDUCATORS

   Overview of what VESL is, including how it differs from ESL and prevocational ESL. Specific tips on how the vocational instructor can collaborate with the VESL instructor.

7. DEVELOPING TEACHER-MADE MATERIALS FOR BVE

   Discussion of and practice in developing five kinds of instruction sheets for BVE. Special emphasis on identifying what, when and how to translate into the students' native language.

8. INNOVATIVE INSTRUCTIONAL STRATEGIES FOR BVE

   Experiences and resources in such innovative teaching techniques as creativity training, values clarification, human relations training and microtraining for multicultural vocational settings.

9. INTERACTION ANALYSIS FOR BVE

   An experiential workshop for the teacher who is interested in learning more about the impact of his or her own teaching style on the learning environment. (Most effective as two three-hour sessions)

10. DEVELOPING TEACHER-MADE AND EVALUATING COMMERCIALLY DEVELOPED INDIVIDUALIZED LEARNING PACKAGES FOR BVE

    Overview and practive of the step-by-step process of developing individualized learning packages (instructional modules) for bilingual/multicultural classes. Practice in evaluating commercially developed packages for appropriateness in bilingual vocational settings.

11. SOURCES AND RESOURCES IN BVE

    Overview of the national and local resources in BVE. Includes practical suggestions on how to identify and utilize a wide variety of local resources and specific information about national centers, clearinghouses, curriculum labs; in addition to commercial publishers, manufacturers and government agencies.

12. VESL FOR VESL TEACHERS

    Techniques for teaching adult ESL (vocational) students. Includes a brief overview of language-learning theory, VESL syllabus construction, and VESL lesson planning. Practice in using innovative teaching strategies.